

## Tauranga Special School Annual Plan 2025

### School Wide Goal

To build upon our developing school culture featuring hauora (wellbeing) at the centre of our mahi; with key components being practices that strengthen the four taha of hauora and therefore increase students' readiness to learn. (Te Whare Tapa Whā, Durie, 1982).

### Kāhui Ako Aspirations

**STRATEGIC INITIATIVE:** To be decided in line with Kāhui Ako aspirations 2025

**STRATEGIC INITIATIVE:** HAUORA | WELL BEING - To embed a model of learning support that identifies, supports, and meets the needs of our tamariki, whānau, and kaiako.

### Student Centred Learning

**Curriculum** - to create a curriculum that identifies, supports, and meets the needs of our tamariki, whānau, and kaiako.

**Manaaki whenua, manaaki tāngata, haere whakamua.** If we take care of the land and take care of the people, we will take care of the future.

Specific Objective	Delegation/ Resources	Values	Reflection/ Review Outcomes (Mid term 2 and early term 4)
<ul style="list-style-type: none"> <li>TSS Curriculum - draft curriculum finalised using Te Whare Tapa Whā model and develop the five areas of the TSS</li> </ul>	Curriculum Committee	<ul style="list-style-type: none"> <li>Ako</li> <li>Achievement</li> </ul>	Term 2 - Curriculum committee completed a draft

<p>curriculum under the four taha.</p> <ul style="list-style-type: none"> <li>● Incorporate Te Tai Whanake ki Tauranga Moana to supply local contexts and acknowledge mana whenua</li> <li>● Develop change of curriculum planning process to align with Te Whare Tapa Whā model and ākonga centred practice through individualised planning documentation.</li> <li>● Develop a TSS Health &amp; PE curriculum framework using Te Whare Tapa Whā (Durie, 1982) to consider existing teaching &amp; learning, and plan for future PLD, resourcing etc, using ākonga &amp; whānau voice to guide our focus.</li> </ul>	<p>PLLs Class teachers</p> <p>Sport BoP HAL Team</p>	<ul style="list-style-type: none"> <li>● Manaakitanga</li> <li>● Wellbeing</li> <li>● Whakawhanaungatanga</li> </ul>	<p>of 4 areas of Whāngaia curriculum, one to go.</p> <p>All classes using individual planning documents aligning with ākonga centred practice.</p> <p>Te Tai Whanake online resource continues to be added to by iwi. Curriculum committee use for resources, local pūrākau and waiata.</p> <p>Localised curriculum resource and PLD support from Kahui Ako.</p> <p>Feedback collected by Senior teachers on Senior curriculum format as we move it into TSS curriculum format and with TWTW at centre.</p>
<p>Staff training in Structured Literacy approaches:</p> <ul style="list-style-type: none"> <li>● Teachers and therapists training on Comprehensive Literacy Instruction through Jane Farrell.</li> <li>● ELA changed to include new English Curriculum</li> <li>● Engage with MOE Literacy expectations for special schools in 2025 using strategies/resources from Comprehensive Literacy Instruction to support Literacy learning across classes.</li> <li>● Teachers complete Structured Literacy training for Specialist Schools using MOE providers when they are</li> </ul>	<p>PLLs Teachers/STOS/therapists WSLs SOD day MOE providers</p>	<ul style="list-style-type: none"> <li>● Ako</li> <li>● Achievement</li> <li>● Manaakitanga</li> <li>● Inclusive community</li> </ul>	<p>Term 2-</p> <p>All teachers and therapists have completed online Comprehensive Literacy Instruction course. Staff feedback questionnaire - <a href="#">feedback questionnaire</a></p> <p>New staff are provided with login to complete in their own time.</p>

<p>identified.</p> <ul style="list-style-type: none"> <li>Engage with SEPANZ Literacy and Numeracy Progressions as they are released.</li> </ul>			<p>NZ Curriculum classes are using new ELA documents aligned with new English curriculum.</p> <p>Specialist schools Structured Literacy training - TSS in cohort one and having 2 SOD on 18th and 19th August and 9 community of practice webinars over next 3 terms.</p> <p>Meetings with SEPANZ to provide feedback on draft progressions for Maths and Literacy.</p>
<p>UDL principles introduced into TSS curriculum and Te Mataiaho planning.</p> <ul style="list-style-type: none"> <li>Use Te Whare Tapa Whā taha to structure curriculum with ākonga centred practice paramount.</li> <li>Individualised planning for all ākonga across NZ Curriculum and Senior Curriculum</li> </ul>	<p>Curriculum Committee/WSLs PLLs WLG Teachers</p>	<ul style="list-style-type: none"> <li>Ako</li> <li>Inclusive community</li> <li>Wellbeing</li> <li>Whakawhanaungatanga</li> <li>Achievement</li> </ul>	<p>All classes using individual planning documents aligning with ākonga centred practice.</p> <p>Staff meeting in Term 2 discussing UDL and planning.</p>
<p>Develop structured mathematics for whole school approach</p> <ul style="list-style-type: none"> <li>Engage with MOE Numeracy expectations for special schools in 2025.</li> <li>ELA changed to include new Mathematics &amp; Statistics Curriculum</li> <li>Develop use of new Numicon resources across NZ</li> </ul>	<p>Curriculum Committee/WSLs LT team SLTs SOD day MOE providers</p>	<ul style="list-style-type: none"> <li>Ako</li> <li>Inclusive community</li> <li>Wellbeing</li> <li>Whakawhanaungatanga</li> </ul>	<p>Term 2 - NZ Curriculum classes are using new ELA documents aligned with new Maths curriculum.</p> <p>Numicon resources have arrived. 3 staff from</p>

<p>Curriculum classrooms</p> <ul style="list-style-type: none"> <li>• PLD for Structured Mathematics provided by MOE</li> <li>• Engage with SEPANZ Literacy and Numeracy Progressions as they are released.</li> </ul>			<p>Curriculum committee attended Numicon PLD in June..</p> <p>MOE Maths PLD - Fritha met with providers and following discussion decision by LT to not take part as not suitable for our ākonga's needs.</p> <p>Meetings with SEPANZ to provide feedback on draft progressions for Maths and Literacy.</p> <p>Numicon - Breaking Barriers program purchased for research and more copies will be purchased for NZ curriculum classes.</p>
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## Student Voice in Learning - Increase opportunities for authentic student voice.

Ko te ahurei o te ākonga arahia ō tātou mahi -let the uniqueness of each individual student guide all we do

Specific Objective	Delegation/ Resources	Values	Reflection/ Review Outcomes (Mid term 2 and early term 4)
Enable and embed consistent practice around communication and the rule of 2 across all sites and to consider accessibility for all ākonga and kaiako	Teachers and Teacher Aides	<ul style="list-style-type: none"> <li>• Inclusive Community</li> <li>• Celebration</li> <li>• Wellbeing</li> </ul>	<p>Walk throughs?</p> <p>Observations?</p>

<ul style="list-style-type: none"> <li>● Visuals generally</li> <li>● Coreboards</li> <li>● Lanyard use</li> <li>● First then</li> <li>● Language app use</li> <li>● Makaton sign</li> <li>● Gestures, facials</li> <li>● Key word signing book</li> </ul>	<p>SLTs and Therapy Team</p> <p>Resource Assistant</p> <p>PLD time allocation</p> <p>Mana Kaha Team</p> <p>Walk through/checklist</p>	<ul style="list-style-type: none"> <li>● Whakawhanaungatanga</li> <li>● Manaakitanga</li> </ul>	<p>Teacher aides with communication goals?</p>
<p>IP/Ara process - Collate examples of student voice.</p> <ul style="list-style-type: none"> <li>● Gather ideas/approaches from staff</li> <li>● Collate and create an accessible bank of ways of gaining and sharing authentic student voice within IP/Ara meetings</li> <li>● Create new Ara doc with supporting docs to strengthen the process</li> </ul>	<p>Teachers</p> <p>Therapists</p> <p>PLLs</p> <p>Curriculum Committee-</p> <p>organise sharing of staff expertise to cover the various aspects of student voice. ART provided when needed. Take responsibility for gathering student voice for surveys.</p>	<ul style="list-style-type: none"> <li>● Inclusive Community</li> <li>● Celebration</li> <li>● Wellbeing</li> <li>● Whakawhanaungatanga</li> <li>● Manaakitanga</li> <li>● Achievement</li> <li>● Ako</li> </ul>	<p>We need to be clear what student voice looks like to whānau</p> <p>Term 2 - new Ara docs created with supporting docs/graphics to outline process. First round using new Ara format completed. Increased input from students visible in process.</p> <p>Data - surveys completed for both IP and Ara processes.</p> <p>✚ IP feedback survey term ...</p> <p>✚ Ara feedback term 2 202...</p> <p>Will survey again after term 3 rounds.</p> <p>Bank exists on the drive -</p>

			needs to be added to.
<p>TSS recommendations of tactile symbol use in place</p> <ul style="list-style-type: none"> <li>Develop consistent set of tactile symbols for low vision ākonga.</li> <li>Provide PD for staff on Tactile symbols and link to UDL principles.</li> <li>Provide whānau with an explanation of what tactile symbols are and why they can be used for communication.</li> <li>Create a consistent method for producing tactile symbols and provide across the school.</li> </ul>	<p>Teachers Therapists PLLs Resource assistant</p>	<ul style="list-style-type: none"> <li>Manaakitanga</li> <li>Wellbeing</li> <li>Ako</li> <li>Whakawhanaungatanga</li> </ul>	<p>Term 2 - Resource Assistant and particularly Kit with the SLT team have created a full set of Low Vision visuals. ¾ of tactile visuals have been created.</p> <p>Discussions with SLT team - ensuring only timetable, lanyards or destinations to be created as communication systems are in place for individual students.</p>
<p>(HAUORA   WELL BEING - To embed a model of learning support that identifies, supports, and meets the needs of our tamariki, whānau, and kaiako)</p> <p>Supporting Hauora for ākonga, whānau and kaiako by building upon our kete of tools focused on holistic learning and wellbeing.</p>			
Specific Objective	Delegation/ Resources	Values	Reflection/ Review Outcomes (Mid term 2 and early term 4)
<p>Embed Te Whare Tapa Whā and the four taha into practice:</p> <ul style="list-style-type: none"> <li>TSS curriculum changes - continue focus on TWTW, review planning model as per Curriculum objectives (above)</li> <li>Partner with Healthy Active Learning (Sport BoP) to provide specific focus on the planning and provision of quality movement opportunities for ākonga</li> </ul>	<p>LT Curriculum committee Whole staff  Sport BoP HAL</p>	<ul style="list-style-type: none"> <li>Inclusive Community</li> <li>Achievement</li> <li>Celebration</li> <li>Wellbeing</li> <li>Whakawhanaungatanga</li> <li>Manaakitanga</li> </ul>	<p>Term 2</p> <p>After community consultation via surveys and hui, Whānau Hui renamed to Hui a Whānau. Engagement of whānau continues to require</p>

<ul style="list-style-type: none"> <li>Continue and innovate on kura community consultation through a variety of avenues             <ul style="list-style-type: none"> <li>Whānau &amp; Community Consultation Hui (rename)</li> <li>Consultation at whole school events</li> <li>Storypark</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Ako</li> </ul>	<p>focus e.g. via whole school events</p> <p>TSS curriculum changes regarding Te Whare Tapa Whā and partnering with HAL have not been prioritised as yet. Need to renew focus on planning for TWTW and how to embed within planning - currently sitting as an add-on but rarely explicitly referred to.</p> <p>HAL survey went out to whānau and staff re movement:</p> <p>Meeting with HAL team Term 2 resulting in:</p> <ul style="list-style-type: none"> <li>PLD for TPKA leads for Term 3</li> <li>Discussion re potential ½ - full day PLD for TSS support staff in 2026 start-up days</li> </ul>
<p>Continue to review and streamline systems and processes currently in place</p> <ul style="list-style-type: none"> <li>Make proactive changes to strengthen shared understandings and responses to the complex and unique</li> </ul>	<p>Therapy Team Leadership Team Mana Kaha Team WLG</p>	<ul style="list-style-type: none"> <li>Wellbeing</li> <li>Manaakitanga</li> <li>Ako</li> <li>Whakawhanaungatanga</li> </ul>	<p>New to TSS role created with job description - end of term 2 currently 5 teachers hold this role ( 2 shared ) Check ins</p>

<p>needs of students (see ERO School Profile Report 2023) e.g. Level 2 Team Teach training for specific staff</p> <ul style="list-style-type: none"> <li>Establish a New to TSS support role for teachers with fixed term management units. These teachers will provide support to new teaching staff at their site and continue to build links with the host school.</li> </ul>	MU for teachers		<p>occurring through PGC process.</p> <p>Level 2 training delivered for all therapists, LT and specific staff in spaces where foreseeable risks indicate Level 2 may be relevant i.e. PC and Room 4.</p>
<ul style="list-style-type: none"> <li>Establish swimming and pool coordinator to develop confidence and competency of school staff in developing students swimming skills</li> <li>Establish a Health &amp; PE Co-ordinator to develop the organisation of sport and recreation activities across the school.</li> <li>Recognise the role for a lead in participation, inclusion and access in the school and community in a sport and recreation space. Establish a role within the therapy team for this leading role.</li> </ul>	<p>Therapy team Teachers and Teacher Aides Health &amp; PE Co-ordinator (MU unit) Participation, inclusion and access Lead in therapy team.</p>	<ul style="list-style-type: none"> <li>Inclusive Community</li> <li>Celebration</li> <li>Wellbeing</li> <li>Whakawhanaungatanga</li> <li>Manaakitanga</li> <li>Achievement</li> <li>Ako</li> </ul>	<p>3 roles created at beginning of the year.</p>
<p>Review use of intensive interaction in school</p> <ul style="list-style-type: none"> <li>Is it being used and where? With whom?</li> <li>How is intensive interaction being used?</li> <li>What value is it bringing?</li> <li>How are the baseline and successes being measured?</li> </ul>	<p>Therapy team Teachers and Teacher Aides</p>	<ul style="list-style-type: none"> <li>Inclusive Community</li> <li>Celebration</li> <li>Wellbeing</li> <li>Whakawhanaungatanga</li> <li>Manaakitanga</li> <li>Achievement</li> <li>Ako</li> </ul>	<p><a href="https://docs.google.com/forms/d/17BbpCREeTHfGa9WxA46s8t_R_r5WoF8huzTHbQoyKXY/edit">https://docs.google.com/forms/d/17BbpCREeTHfGa9WxA46s8t_R_r5WoF8huzTHbQoyKXY/edit</a></p>

<p>Review use of TACPAC in school</p> <ul style="list-style-type: none"> <li>• Is it being used and where? With whom?</li> <li>• How is TACPAC being used?</li> <li>• What value is it bringing?</li> <li>• How are the baseline and successes being measured?</li> </ul>	<p>Therapy team Teachers and Teacher Aides</p>	<ul style="list-style-type: none"> <li>• Inclusive Community</li> <li>• Celebration</li> <li>• Wellbeing</li> <li>• Whakawhanaungatanga</li> <li>• Manaakitanga</li> <li>• Achievement</li> <li>• Ako</li> </ul>	<p><a href="https://docs.google.com/forms/d/1jwmX-j-FUjflFIC4qYbtjQIT71Z-BGgJPQsc1mvRDN8/edit">https://docs.google.com/forms/d/1jwmX-j-FUjflFIC4qYbtjQIT71Z-BGgJPQsc1mvRDN8/edit</a></p>
<p>Embed Zones of Regulation</p> <ul style="list-style-type: none"> <li>• Standardised expectations and consistency of practice across school e.g. woven into Mana Kaha checklist and staff roles e.g. OT team, PLLs</li> </ul>	<p>OTs PLLs Mana Kaha Team Resource Assistant</p>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Manaakitanga</li> </ul>	<p>Term 2 review - ongoing practice of Zones in classes</p> <p>New tool aligned with Zones - Mauri Tau, being implemented in focus classes</p> <p>Incident debrief approach being trialled for Term 3 onwards aligned to Zones and accessible for all ākonga (SLTs)</p>
<p>Develop resources:</p> <ul style="list-style-type: none"> <li>• A range of resources to go to all staff - Zones of Regulation visuals and sensory regulation resources, Team Teach visual resources</li> <li>• Sensory regulation playground resources to be included in budget and coordinated by OT team and Resource Assistant</li> <li>• Funding applications for resources to be considered</li> </ul>	<p>OT team Resource Assistant to help with resource creation Kaiārahi Hauora Principal</p>	<ul style="list-style-type: none"> <li>• Inclusive Community</li> <li>• Wellbeing</li> </ul>	<p>Term 2 Review: Successful Tū Manawa funding application used to purchase some sensory regulation / movement resources for most classroom spaces</p> <p>Large permanent playground</p>

			equipment has been purchased and installed in both base playgrounds - swings, spinners, trampolines. Sensory equipment has been purchased to add to playground spaces at base - spinners, rebounders, parachute, new sandpit toys.
<p>Continue to strengthen communication with whānau/caregivers</p> <ul style="list-style-type: none"> <li>• Regular postings to school Facebook, minimum one post per fortnight</li> <li>• Storypark as means of communication and feedback. Standardised practice/Expectations/Consistency across school around storypark to be outlined to staff</li> <li>• Website kept updated and with fresh photos</li> <li>• Continue regular communication with whānau using storypark, whānau hui and surveys/consultation.</li> </ul>	<p>Communication Team Classroom Teachers Therapy Team BOT PLLs</p>	<ul style="list-style-type: none"> <li>• Inclusive Community</li> <li>• Wellbeing</li> <li>• Manaakitanga</li> </ul>	<p>We've continued to use Storypark, access by whānau is varied.</p> <p>Some realisation that Storypark, combined with email via Edge is needed for greater reach.</p> <p>Consultation via varied means ongoing. Use of whole school events to be realised moving forward into second half of this year.</p>
<p>Continue to build whānau/parents/caregivers and interschool connections in the school community- whānau/parent/caregiver functions, build relationships. At least one school and whānau</p>	<p>Whole school LT Teachers in satellite</p>	<ul style="list-style-type: none"> <li>• Inclusive Community</li> <li>• Achievement</li> <li>• Celebration</li> </ul>	<p>Term 1 - Wā whakakotahi day - successful - feedback gained from community.</p>

<p>event per term. -Opportunities:</p> <ul style="list-style-type: none"> <li>● Wā Whakakotahi/Learning Partnership Day</li> <li>● Beach Day (including STOS students)</li> <li>● Matariki</li> <li>● Diwali</li> <li>● Kapa haka - weekly / festivals</li> <li>● Pasifika weekly / festival</li> <li>● Whānau Fun day</li> <li>● Senior school ball (with other special schools))</li> <li>● End of year showcase</li> <li>● Graduation/farewells</li> <li>● SPEC presentation</li> <li>● Classroom morning or afternoon teas</li> <li>● STOS- School connections</li> </ul>	<p>classes to liaise with host schools to seek these opportunities for our students to participate in kapa haka and local celebrations</p>	<ul style="list-style-type: none"> <li>● Wellbeing</li> <li>● Whakawhanaungatanga</li> <li>● Ako</li> </ul>	<p>Term 2 - whole school event of Whānau fun day at base.</p> <p>Term 2 - Matariki whole school event</p> <p>Kapa Haka - weekly practices - jubilee performance - Festivals planned for term 3.</p> <p>Wider STOS schools invited to information evening/hui for Individualised funding.</p>
<p>Continue to deliver and expand the TSS eating and drinking programme considering the SOS approach but also exploring other programmes to support the development of eating and drinking with a neurodiverse population.</p>	<p>Therapists Teachers Teacher Aides Whānau and Families</p>	<ul style="list-style-type: none"> <li>● Inclusive Community</li> <li>● Achievement</li> <li>● Celebration</li> <li>● Wellbeing</li> <li>● Whakawhanaungatanga</li> <li>● Ako</li> </ul>	<p>Group are currently doing the neurodivergent training as of term 2</p> <p>Presentation planned to Whānau in Term 3</p>
<p>Establish ESOL and Pasifika roles, support increased cultural awareness and culturally responsive practice</p> <ul style="list-style-type: none"> <li>● ESOL cohort for 2025 AoV</li> <li>● ESOL role</li> <li>● PD regarding cultures</li> <li>● Resourcing for English language learners</li> <li>● Introduce varied cultural events/celebrations at TSS</li> </ul>	<p>ESOL Coordinator Pasifika Coordinator LT WSL</p>	<ul style="list-style-type: none"> <li>● Inclusive Community</li> <li>● Celebration</li> <li>● Ako</li> <li>● Wellbeing</li> <li>● Whakawhanaungatanga</li> </ul>	<p>Term 2 Review:</p> <ul style="list-style-type: none"> <li>● Roles established</li> <li>● Action Plans created.</li> <li>● The impact of these roles is yet to be realised - LT discussion around</li> </ul>

<ul style="list-style-type: none"> <li>● Create calendar of events</li> </ul>			supporting these roles with staff meeting time and release time
<p>TSS 60th Jubilee - celebration of TSS history</p> <ul style="list-style-type: none"> <li>● Event organisation</li> <li>● 2 days of celebration on 2nd &amp; 3rd May - wider school community, iwi and whānau involvement.</li> </ul>	Jubilee Committee	<ul style="list-style-type: none"> <li>● Inclusive Community</li> <li>● Achievement</li> <li>● Celebration</li> <li>● Wellbeing</li> <li>● Whakawhanaungatanga</li> </ul>	Very successful and memorable event Term 2. Whānau fun day - Friday Open day Saturday with Gala event Sat night. 115 past and present staff/students/iwi attended.

## Cultural Responsiveness

Building cultural competence in staff equals increased cultural understanding for our students and a sense that the culture they bring to the school is valued and a part of school life.

Specific Objective	Delegation/ Resources	Values	Reflection/ Review Outcomes (Mid term 2 and early term 4)
<p>Embedding into practice (Karakia, gratitudes, waiata, local stories)</p> <ul style="list-style-type: none"> <li>● Continue making relevant resources and share across school (eg. Coffee Time Kōrero)</li> <li>● Work with Kāhui Ako and Iwi to continue to develop and create more localised sensory stories and resources based on Te Tai Whanake to be used in the new TSS curriculum</li> <li>● Roll out new Daily tikanga and Mihi Whakatau protocols and procedures and weave into the new TSS curriculum, Health and Safety and Organisation Booklets</li> </ul>	Ngā Hau e whā Komiti LT PLLs Teachers Therapists Curriculum committee	<ul style="list-style-type: none"> <li>● Inclusive Community</li> <li>● Celebration</li> <li>● Wellbeing</li> <li>● Whakawhanaungatanga</li> <li>● Manaakitanga</li> </ul>	Term 2 - PLD attending Kahui Ako on Matariki. Curriculum team developing resources for sensory stories - Matariki, Kaitiakitanga based pūrākau and sharing with classes.

<p>Incorporated continued growth of te reo and te ao Māori into professional growth cycles</p> <ul style="list-style-type: none"> <li>• All staff evidence growth of te reo and te ao Māori within professional growth cycle documents.</li> <li>• Support staff with individuals needs from growth cycle through termly PLD in Staff meetings and options of online workshops.</li> </ul>	<p>LT Ngā Hau e whā Komiti Cultural Lead</p>	<ul style="list-style-type: none"> <li>• Inclusive community</li> <li>• Manaakitanga</li> <li>• Celebration</li> </ul>	<p>Term 2 Review: Rongohia te Hau tool being reviewed - creation of TSS Hei Ako Tahi is underway- so class teams/staff can use as a tool to review progress</p>
<p>Expand current opportunities for student engagement, i.e. Kapa haka, waiata, Pasifika and wider school events</p> <ul style="list-style-type: none"> <li>• Attend Pāku Whakangahau and Rā Whakangahau in Term 4</li> <li>• Host Special School Kapa Haka Festival in Term 3</li> <li>• Attend Pasifika Festival in Term 3</li> <li>• Extend wider school cultural events- Matariki, Diwali etc</li> <li>• Create events calendar</li> </ul>	<p>Pasifika Coordinator MU for Pasifika Ngā Hau e whā Komiti LT</p>	<ul style="list-style-type: none"> <li>• Whakawhanaungatanga</li> <li>• Manaakitanga</li> <li>• Celebration</li> <li>• Inclusive community</li> <li>• Achievement</li> <li>• Ako</li> </ul>	<p>Matariki event - planning complete for whole school event in term 2.</p> <p>Matariki resources explored and shared at staff meeting.</p> <p>Kapa Haka google slides shared across the school with all waiata videos. Consistent order across Kapa Haka sessions.</p> <p>Planning for Kapa Haka festivals underway via Ngā Hau e Whā roopu hui</p>
<p>Review our Rongohia Te Hau continuum and how we continue to use this tool to support Ako within our kura.</p> <ul style="list-style-type: none"> <li>• Review the Rongohia Te Hau use within the WLG and staff meeting/s.</li> </ul>	<p>WLG PLLs Class Teams Therapists</p>	<ul style="list-style-type: none"> <li>• Whakawhanaungatanga</li> <li>• Manaakitanga</li> <li>• Celebration</li> <li>• Inclusive community</li> </ul>	<p>Term 2 Review: Rongohia te Hau tool being reviewed - creation of TSS Hei Ako Tahi - so class</p>

<ul style="list-style-type: none"> <li>As per ERO goal consider its best fit within our processes and how it can support best practice across the school</li> <li>Consider and choose a system around how it can be used more consistently as a tool for all class contexts. Meeting minutes? Reflect per term? Professional growth cycle tool?</li> </ul>		<ul style="list-style-type: none"> <li>Achievement</li> <li>/Ako</li> </ul>	<p>teams/staff can use as a more refined tool to review progress</p> <p>WLG soon to meet regarding this review</p>
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## Infrastructure - Board funded / 5YAP / 10YPP

### Network plan, MOE

Forward planning to meet the needs of our community

Projects/Objectives	Proposed Timeline	Reflection/ Review Outcomes (Mid term 2 and early term 4)
<p>The Board will formally approach the Ministry, to establish a network plan for our school with urgency, and inline with the government's support for the development of property network plan for the nation's specialist schools.</p> <p>To include current and future potential of the Brookfield School site as a campus for like education groups, and new school build.</p> <p>To include an expansion of satellite facilities in current and future planned schools. Revisit satellite establishment in Taumata School and Te Manawa o Papamoa School, given no new schools are planned in the next 8 years.</p>	<p>Stages: Short. medium and long term.</p>	<p>Board/Leadership Team.</p> <p>Announced double satellite at Te Puke Primary - initial meetings have taken place, hoping to move quickly.</p> <p>Barrie and Andrea from Katikati to liaise re potential for satellite there.</p>

Six identified projects listed in the 5YA/10YPP for the Base School.	Carried over from 2024 and completed mid 2025	
<b>Board funded</b>		
<b>Projects</b>	<b>Proposed Timeline</b>	<b>Reflection/ Review Outcomes (Mid term 2 and early term 4)</b>
Consider additional internal and external enhancement ideas for the Welcome Bay Satellite eg shade sails, astro grass, internal sensory ideas.	End of Term One	
TKOM playground 3rd Party Finance approval needed from MOE. Approved. \$250,000 plus GST \$37,000	Early Term One.	
Additional playground and sensory elements to our Base School playgrounds, sensory areas, plus culturally appropriate murals.  Shower and toilet cubicle for the swimming pool connected into a new sewer line to existing on site	End of Term One.	
Complete the installation of the solar panel system for Base School swimming pool. Finance from deferred TKOM playground project. \$35,000 to \$45,000 range	End of Term One.	
Papamoa College Satellite - one or two shade sails.	End of Term One.	
3 new Mitsubishi cars. Two smaller cars currently used by the Outreach Service to be sold.	January 2025.	Purchased and arrived Feb 2025. 1 allocated to Whakatane for STOS. 2

Sale of Silver van as replacement 12 seater purchased December 2024.		new cars at base.
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Administrative		
Specific Objective	Delegation/Resources	Reflection/ Review Outcomes (mid Term 2 and early term 4)
<p>Inductions</p> <ul style="list-style-type: none"> <li>Monitor Specialist/Therapy Team Handbook/Induction checking it is for purpose and meets Specialist Service Standards requirements (Therapy Team)</li> <li>2.5 hour paid induction for new long term staff members at base to continue, but be updated to create a more dynamic and up to date general induction process. Continue to review and update at least 1x per term (Naomi)</li> <li>TeamTeach training for new permanent staff in holidays so everyone on the same page (TeamTeach trainers)</li> <li>Create register of all staff training and refreshers</li> </ul>	<p>Executive Assistant PLLs H&amp;S committee LT and Therapy Team TeamTeach trainers</p>	<p>Therapy Team Handbook reviewed 5/5/25</p> <p>Inductions for all new staff ongoing - includes Health and safety, intro to what Team Teach is, General nuts and bolts, Te Tiriti o Waitangi &amp; te ao maori at our school and the MOE Restraint Module</p> <p>Team Teach training for new staff undertaken in term time</p> <p>Register of training - work in progress</p>
<p>IT</p> <ul style="list-style-type: none"> <li>Asset tagging and register through EDGE - MOH, MOE and ACC devices to be included in system and audits aligned (Naomi, Serena) - review.</li> <li>Review Active Board replacement screens (Late term 2)</li> <li>Increase access to technology at TC3 for SPEC students</li> </ul>		<p>Separate register for MOH. MOE and ACC equipment is more sustainable and easier to access for important information.</p> <p>Staff meeting on Assistive Technology</p>

<ul style="list-style-type: none"> <li>Continue to upskill staff in technology use (Michael doing targeted training as IT unit holder + links on coffeetime korero)</li> <li>Support for teachers to do applications for devices where students need them to access the curriculum</li> </ul>		<p>applications in term 2. Step by step instructions are now available for Assistive Technology applications and Repair/replace applications on the server.</p> <p>Audit of TC3 technology completed. SPEC topic of Techno tools for term 3 and 4 - Repair/replace applications successful for 2 students.</p> <p>Review of activeboards delayed - have quotes for 2 new screens for TKOM site</p>
Transition from school therapy team into the community: produce a booklet of information for local and national therapy services - due term 4	Therapy Team	
<p>Outreach Service</p> <ul style="list-style-type: none"> <li>STOS/MOE collaboration consolidated. <ul style="list-style-type: none"> <li>invitations and connections to MOE both Tauranga and Whakatane through Outreach Teachers and Outreach Leader</li> <li>Wider Outreach connections through the Central Region Outreach Service Network</li> </ul> </li> <li>Approach to Rotorua Specialist School to consider the establishment of a Rotorua Outreach service either by them or as an extension of ours.</li> </ul>	<p>Outreach Service Leader</p> <p>Outreach Specialist Teachers</p>	<p>Term 2</p> <p>Ongoing connections check ins with Whakatane MOE by Alice and Whakatane Outreach Team.</p> <p>Outreach Team regularly connecting with Tauranga SEA's. Still need a clear Learning Support Outreach Link.</p> <p>Central Region Network Meeting - May 9th. Alice attended.</p> <p>Initial conversation about a hui around Rotorua Outreach had with Principal.</p>
Other	TBC	Staff training in use of portal at

<ul style="list-style-type: none"><li>● Train staff at staff only days to effectively use the staff portal digital landing page linking all of our current booklets and information as well as induction and professional development videos for staff (Naomi)</li><li>● Review Edge incident reporting system</li><li>● Board will be entering into formal process to appoint a new Principal for 2026</li></ul>		<p>beginning of year staff only days (Naomi) one to one training with new staff as inducted.</p> <p>Edge review process to be started</p> <p>BOT has started process for appointing a new Principal, engaging with an outside specialist. Advertising Term 2 (5/5/25)</p>
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**Reviewed by:**

**Ratified by BOT**

Presiding Member Signature: \_\_\_\_\_ Sandra Peter

Date: \_\_\_\_\_